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OS-3638

(CLASSIFICATION)

CENTRAL INTELLIGENCE AGENCY

EXECUTIVE MEMORANDUM

OFFICE OF THE DIRECTOR

EXECUTIVE MEMORANDUM No. 109

DATE 6 August 1963

MEMORANDUM FOR:

DEPUTY DIRECTOR (PLANS)
DEPUTY DIRECTOR (INTELLIGENCE)
DEPUTY DIRECTOR (RESEARCH)
DEPUTY DIRECTOR (SUPPORT)
COMPTROLLER
INSPECTOR GENERAL
GENERAL COUNSEL
ASSISTANT DIRECTOR
FOR NATIONAL ESTIMATES

NOTE: **Attached is a critique of the National War College program prepared by the three Agency officers who attended the 1963-1964 class; it has important views for consideration of all components.**

LBK:drm

Distribution: To Executive Committee; 1-DCI; 1-DDCI; 1-ER; 1-ExDir

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9 July 1963

MEMORANDUM FOR: The Director of Central Intelligence

THROUGH: Mr. Lyman B. Kirkpatrick,
Executive Director

SUBJECT: A Critique of the National
War College Program

1. The National War College course lasts from mid-August until early June. The class numbers approximately 130 students; about 100 are from the military service; the remainder are civilian government officers with the largest number (15-20) drawn from the Department of State. The faculty is largely military but also includes two foreign service officers and two or three professors from the academic world. The faculty does not teach in the usual sense. Its role is largely advisory and administrative in nature and is a secondary element in the overall program.

2. The course is a comprehensive review and critique of U. S. national security policy in its broader aspects. It includes consideration of national objectives, strategy and capabilities, the roles of power and diplomacy, policy formulation and implementation, and specific area and functional policy problems. There are five primary elements in the program. They are:

a. The daily lecture by speakers drawn from the top ranks of U. S. Government, industry, labor, press, and universities.

b. The discussion groups following each lecture for which the class is divided into 12-15 man sections to discuss the substance of the lecture and the impact of the speaker.

c. A series of committee problems for which the class is divided into 6-7 man committees for three or four weeks to prepare written committee "solutions" to specific problems of national security. Some of the solutions are selected by the faculty for oral presentation to the class.

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d. An individual research project on a subject of the student's choice. This is a thesis approximating in scope a Master's Degree dissertation. It is researched and written with the guidance of a faculty advisor. Each student makes a 30-minute oral presentation of his findings or conclusions to one-half of the student body.

e. The annual overseas area trip of approximately three weeks comes late in the academic year and affords the student an opportunity to test some of his ideas in the field. In addition there are three-day orientation trips to the United Nations and to selected military installations.

2. Attendance at the National War College is a highly individual experience. The benefits one derives from it differ widely from person to person. The atmosphere, facilities, and opportunities to pursue a wide variety of interests are available. Students are encouraged to select individual research projects and area trips which are outside their professional specialities so as to broaden their experience.

3. One of the most valuable aspects of the program is the opportunity it affords the student to expand his horizons--to take his eye off the sights of his rifle, get his head up out of his own fox hole, and see what is going on about the battlefield. Problems of national security policy in the broader sense, area problems, strategic problems, the attitudes and problems of the military services, the Department of State, and other agencies of Government all come to the surface and are aired in the course of the year. There is much valuable cross-fertilization of ideas and experience among the members of the class. In many situations the members of the class assume the role as teachers, seeking to make the viewpoints, and the purposes and capabilities of their agencies more meaningful to those of other services and branches of government. The discussions following the daily lecture and the process of arriving at common solutions to committee problems are hard-hitting affairs with no-holds barred. These discussions inevitably cause each participant to constantly defend and reassess his own points of view, and the position and role of his agency or branch of service. In the course of these discussions the student learns a great deal about the U. S. Government as a whole as well as about his own Agency. Another valuable aspect of attendance at the National War College is the host of friends and contacts which one makes in the course of a year of intimate association. Many of these friends and contacts are certain to be of great professional value in the future.

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4. We found the CIA image among many members of the National War College class to be a fuzzy one. In some few instances there was obvious hostility to the Agency and its role in national security policy. Three Agency members of the class, by day-to-day demonstration that they are stable, responsible, and reasonably intelligent people can make some headway toward keeping the image of CIA in reasonably good focus. Several students commented at various times during the year that they felt CIA should have larger representation in the class.

5. In view of the present and probable future professional status of most of the members of the National War College classes, we believe that a continuing effort on the part of the Agency to educate this particular group as to the Agency's capabilities and role will pay dividends. Special attention should be given to the Agency presentations to the National War College. To make the greatest favorable impact, we believe that the Agency should be as direct and forthcoming as it can with National War College classes. By our estimate, about 20% of the members of any given class have been well read into Agency activities in their past experience as attaches, as members of the intelligence components of State and the Armed Forces, or during assignments to CIA. About 40% to 50% of the class have had some personal experience during their career with Agency personnel, activities, and production. Of the remainder, only a few are completely innocent and uninformed with respect to CIA. The class is a knowledgeable group of men quick to sense a lack of candor and impatient with superficialities.

6. The Director's speech to the combined classes of the Industrial College of the Armed Forces and the National War College in the fall of 1962, the handling of the question period following that speech by Ray CLINE and the presentation by Lyman B. KIRKPATRICK were very favorably received, and stimulated a great deal of intelligent and constructive discussion about the Agency and its role. The Director's address to the National War College class on graduation day, Friday, June 7, 1963, made a very favorable impact on the class.

7. The visit of the National War College class to the Central Intelligence Agency in May 1963 evoked a generally favorable reaction from the class. Everyone was deeply appreciative of the CIA effort and arrangements. The first part of the program which dealt with technical collection activities and capabilities, presented by Dr. Albert D. WHEELON, was especially effective.

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The presentation on the insurgency situation in Columbia by Mr. J. C. KING was rich in detail and interesting insights, but it did not give the class a feeling for the Agency capabilities for, or its approach to, counter insurgency. The tour of the building and displays prepared for the class were for the most part well received. Many were especially interested in the display of CIA publications having had no idea of the scope and depth of the Agency's production.

8. We suggest that the Agency presentations to the 1964 National War College classes emphasize the Agency's role in the implementation of national security policy and in the collection and coordination of intelligence. A brief, candid presentation on national intelligence estimates process would be helpful to the class. We also suggest that the presentations emphasize those functions and capabilities more or less unique to the Agency. Visits to the cable secretariat, the security control center and demonstrations of electrical data retrieval systems could be eliminated. We also suggest, with some temerity, that some of the Agency's many National War College graduates be called upon to make some of the Agency presentations.

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JOHN F. BLAKE

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